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ABSTRACT

This manual presents background information and administrative techniques which are intended to strengthen youth programs and interorganization coordination with the Youth Development Program (YDP) and the Community Action Agency (CAA). The content is in four sections. The section on program definitions includes definitions, history, and projections for both YDP and CAA. The section, Basic Organization of Youth Programs, covers idea formation, obtaining funding, implementation, and institutional change. Next, suggested strategies for staffing the program, organizing youth, program development, and resources mobilization are discussed as major responsibilities of the youth development program director. The final section, CAA Support to the YDP, briefly discusses the selection of the YDP director, the role of the CAA in organizing youth, communications, board representation, and mobilizing resources for youth. The appendix contains a list of references and a description of the experiential learning method which is applicable to YDP. (EM)

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THE COMMUNITY ACTION AGENCY

YOUTH DEVELOPMENT PROGRAM MANUAL

A TECHNICAL ASSISTANCE PAMPHLET

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

CAA – YDP MANUAL

	Page
INTRODUCTION	1
I. PROGRAM DEFINITIONS	2
A. The Community Action Agency	2
1. Definition	2
2. History	3
3. Projections	4
B. The Youth Development Program	4
1. Definition	4
2. History	5
3. Projections	7
II BASIC ORGANIZATION OF YOUTH DEVELOPMENT PROGRAMS	9
A. Idea Formation	9
B. Obtaining Funding	10
C. Implementation	11
D. Institutional Change	13
III. THE YOUTH DEVELOPMENT PROGRAM DIRECTOR	14
A. Staffing the Program	14
1. Selection	14
2. Training	16
3. Career Development	18
B. Organizing Youth	19
1. Some Basic Principles	19
2. Youth Councils	20
3. Leadership Training	21

Page

4. Possible Areas of Training for YDP Councils 23
C. Program Development 24
1. Planning 24
2. Implementing 25
3. Monitoring and Evaluation 28
4. What Now? 33
D. Resources Mobilization 33
1. Realities 33
2. Sources and Resources 34
a. Public Relations 34
b. Steps in Resources Mobilization 37
c. Identifying Resources 38
d. Proposal Development 41
IV. CAA SUPPORT TO THE YDP 44
A. Selection of the YDP Director 44
B. The Role of the CAA in Organizing Youth 45
C. Communications 46
D. Board Representation 47
E. Mobilizing Resources for Youth 48
APPENDICES
A. References 49
B. The Experiential Learning Method 52

INTRODUCTION

The Youth Development Program (YDP) is a component of the Community Action Agency (CAA). As such, the goals of the YDP and the goals of the CAA are identical. CAP Mission is YDP Mission except that the CAA has a broader constituency. The Office of Economic Opportunity, in creating the Youth Development Program, clearly intended to ensure full representation of the youth segment of the CAA constituency in the planning, implementing and evaluating of programs affecting them. A critical element in the effort to involve youth in meaningful programs is the level of coordination developed between the CAA and the YDP.

The YDP Director, in the demanding dual role of CAA Employee and YDP Advocate, must invest the effort and time necessary to bring about the highest possible coordination between CAA and YDP. The pay-off for his* success will be the YDP gaining access to a considerable pool of technical assistance and program support, and in the CAA gaining credibility with a significant force in the community – poor youth.

This *CAA-YDP Manual* is intended to assist the YDP and the CAA to reach increased understanding of the mutual benefits and strengths to be derived from the development of a strong YDP within the CAA structure. The Manual reviews some basic information on the history and objectives of CAA and YDP; a brief discussion of the philosophy of the YDP; specific suggestions to the YDP Director and youth on ways to strengthen their program; and suggests some mechanisms for better coordination between the CAA and YDP.

Only essential references have been included to avoid repeating materials cited in documents already issued. Wherever appropriate, sample charts, illustrations and practical measurement devices have been incorporated directly into the body of the text to allow for easier reference and examination.

The Youth Development Program is an important component of the CAA. If both agree to this then the YDP will gain support from the CAA, the CAA will be serving its full constituency, and the poor, especially poor youth, will be involved in guiding their own destinies.

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*His (he) is used as a matter of convenience. Please read it to mean he or she as the case may be.

I. PROGRAM DEFINITIONS

A. The Community Action Agency

If a Youth Development Program is to provide maximum service to youth, indeed, if it is to survive in many areas, the YDP Director and the youth must know their arena. The YDP is one of many programs funded through the Community Action Agency (CAA). YDP staff and youth must be aware of the structure, purposes and strategies of the CAA. Just as each department head in any organization is expected to know what other departments are doing and coordinate with them, so too must the YDP Director, with the youth, become thoroughly familiar with all aspects of community action if they are to act in the best interests of community action within the CAA constituency. This section will not attempt to review all the legislation, guidelines, policy and programmatic shifts, and congressional intent that have affected community action over the past six years. It will instead attempt a simplified definition of community action, suggest some key elements in the historical development of today's community action agency program, and consider some projections for community action based on Office of Economic Opportunity strategies.

1. Definition

In its simplest form community action is the mobilization of resources in programs and processes designed to eliminate poverty. Basic premises of the community action program suggest:

- that resources are available to significantly lower the incidence of poverty in America;
- that to be effective, community action must be undertaken by the local community in response to the local needs of each community;
- and that programs cannot be "laid upon the poor", but that the poor must participate in the planning, implementing and evaluating of all community action programs affecting them.

A Community Action Agency may be a public or private non-profit agency. The majority of CAAs are private, incorporated entities but some are public, perhaps operating as city or county commissions. In either case the poor must be meaningfully involved in defining and carrying out programs.

Among the difficulties facing every CAA is the demand for services by its constituency which at times may detract from the critical CAA role of catalyst within the community. As necessary as service delivery is, just as insistent is the need to sensitize the community to the problems of the poor, and to effect positive change in community attitudes toward poverty and poor people. Not the least acceptable measure of the CAA's success in effecting change is the degree to which the community allocates its resources with respect to anti-poverty programs and services.

2. History

Title II of the Economic Opportunity Act (EOA) of 1964 authorized the establishment and funding of community action agencies and programs "to stimulate a better focusing of all available local, state, private, and federal resources upon the goal of enabling low-income families, and low-income individuals of all ages, in rural and urban areas, to attain the skills, knowledge, and motivations and secure the opportunities needed for them to become self-sufficient." To accomplish the purpose of the Act, all CAA plans and programs must be developed and implemented "with the maximum feasible participation of the residents of areas and members of the groups served . . ." Since 1964 the EOA has been amended, revised, interpreted and reinterpreted, but the original purposes have not been altered. What has changed over the years is recognition by CAAs of the reality that community action programs cannot succeed outside of the overall community.

From the earliest days of community action thrust, when organizing the poor and designing mechanisms for service delivery were paramount, to the present complex multi-purpose institutions that CAAs have become, is recorded a confused history of timidity, overextending, missteps, falsesteps – experience, training on-the-job, learning, evaluation and redesign. When one considers the prevailing non-attitude toward poverty and the poor by most Americans, prior to initiation of the community action program through the Office of Economic Opportunity, and the fact that in these few years the poor have developed a voice, are consulted on programs affecting their wellbeing, and have as their advocates a trained cadre nationwide, where none existed before; then one must pronounce this six year opening phase of the war on poverty a remarkable achievement.

3. Projections

OEO funds for continuing the Community Action Agency programs will be made available at least through June, 1973. Between now and then it seems likely that some form of revenue sharing (allocating federal monies to state and local governments rather than directly to individual agencies, including CAAs) will be established by Congress. This is a most significant development for community action programs and agencies. In essence, the CAA will submit its funding proposals to the Chief Elected Local Official (CELO), perhaps a Mayor or a County Executive, and will be in competition with other agencies in the community for the same funds. Community Action will no longer be a protected priority item but will have to be justified and documented as essential to the welfare of the community and its body politic. It would seem obvious then that CAAs must move to consolidate their programs and services in those areas they are uniquely qualified to administer; to redouble efforts in mobilizing resources; to accelerate their activities in educating the community to the goals of community action; and to establish strong linkages with public and private agencies, institutions and local governments. All of this must be done without sacrifice of or compromise on the mission of community action:

- to mobilize the community in the fight to eliminate poverty;
- to effect positive attitudinal and institutional change in the community toward the poor;
- to ensure the full participation of the poor in those services and processes affecting their lives and futures.

B. THE YOUTH DEVELOPMENT PROGRAM

1. Definition*

Two elements form the basis for the Youth Development Program (YDP) and make it different from other programs funded by the Office of Economic Opportunity through local Community Action Agencies (CAAs).

*Excerpted from YDP – Number 1, *Youth Involvement*, November, 1971.

The first and most important one is youth involvement. Within the Youth Development Program, youth are not passive recipients of pre-packaged programs designed and operated by adults. This means that youth are provided the opportunity to plan, operate, monitor, and evaluate programs developed for their benefit.

The second element is flexibility. The content of YDP activities is limited only by the creativity and resourcefulness of youth and their ability to stimulate support for the YDP within their communities.

The involvement of youth in a broad range of programs with which they identify results from linking these two factors. Growth of youth involvement will increase the relevance and effectiveness of programs. The replacement of token youth participation by real opportunity to form, change, and improve programs will lead to development of positive learning experiences, leadership training and commitment to success.

This educational process of youth development offers poor youth experiences which will:

a. Enable them to deal more effectively with the institutions designed to serve them and their communities.

b. Allow them to better understand such institutions by undergoing the formal decision-making necessary to operate their own programs.

c. Provide them with increased ability to reach higher potential through acquisition of educational and vocational skills, as well as perspectives for solving problems instead of accepting them.

2. History

Quoting directly from OEO Instruction 6168-1a, *Youth Development Program Policies*, "All evaluation and inspection reports conducted by the Office of Economic Opportunity and other agencies have concluded that youth programs which are geared to meeting summer crisis periods,

and which emphasize leisure time activities only, are not relevant to either the immediate or long-term needs of poor youth.*

The first significant change in program policy took place in Fiscal Year 1968. Youth involvement was stated as a key goal. A step toward year-round funding was initiated by permitting grantees to spend 25 per cent of their youth funds during the fall, winter and spring months.

In Fiscal Year 1969, the Regional Offices, selected grantees, and youth themselves were involved in helping write the guidelines for youth programs. Everyone was evidently tired of 'crash' programs which precluded effective youth involvement in planning and program development.

The Fiscal Year 1969 Guidelines outlined procedures to insure youth involvement in the decision-making process and required the establishment of twelve-month multi-purpose programs. Subsequent inspections, however, showed that once the "summer emergency" was over there was a reluctance on the part of grantees to implement the programs on a year-round basis, and that the majority of the youth programs continued to be recreational only.

Although the Youth Development Program structure is clearly defined in Instruction 6168-1a, there was considerable misunderstanding about how it was to be implemented. Should programs be exclusively economic development? Was there a complete ban on recreational-cultural activities? (Especially troublesome in rural areas). Should Community Youth Councils be formed prior to Target Area Youth Councils? Is the YDP Director the Youth Advocate, CAA employee, or both? Should the youth be on the CAA Governing Board or should they attempt to develop independently from the CAA? These were some of the problems in setting up the Youth Development Program effort. Later sections of this manual will attempt to clarify some of these problem areas.

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*For a rather complete report on summer youth program evaluations, see *Not Our Thing*, An Evaluation of 1968 Summer Youth Programs for the Office of Economic Opportunity, TransCentury Corporation, December 16, 1968.

3. **Projections**

In an effort to improve comprehensive youth programs in CAA communities, OEO has adopted a general strategy to implement its goals for youth programs. Anticipating that some form of revenue sharing will be passed by the Congress, OEO is providing greater flexibility to local CAAs and reducing certain reporting and program planning functions at the local level but retaining the option to review backup information necessary to complete the planning process.

The importance of the above to the YDP Director should not be underestimated and calls for intensified efforts on behalf of the youth program. Under local CAA option specific changes have been made and are reflected in the new *Grant Application Process*,* one of which eliminates specific program accounts. Among them is program account 59 which covered youth programs. With P.A. 59 eliminated the youth program must be able to present the continuing need for funds from the total CAA allocation in order to sustain itself. The intent of OEO is to allow CAAs to operate programs not from a perspective of the national overview but rather on the specific needs of the areas they serve.

OEO is encouraging all CAAs to expand the role of youth within the CAA and the community. Some avenues for accomplishing this expansion include intensified public relations campaigns; YDP sponsorship of CAA components such as drug abuse or remediation services; and interagency agreements whereby the CAA-YDP sub-contracts with other institutions to provide specific services. An example of the latter could be a Board of Education After-School Study Center or Recreation Center. In some urban centers the Model Cities Program provides numerous opportunities for YDP involvement – as housing inspectors, building repair crews, Safe-Streets Patrols, etc. To further support the effort, OEO is suggesting that CAAs encourage the formation of a YDP Directors Association tied to State CAP Directors Association and to the National Association of Community Development. Further efforts are geared toward the organization of

*OEO Instruction 6100-1a, Change 1, December 20, 1971, *Program Account Structure.*

state and regional youth councils with the recognition and support of OEO Regional Offices. (OEO Region IV has allocated $45,500 to a YDP Regional Council and Conference Project.)

The scope of these efforts is broad and comprehensive in order to permit the YDPs, with the assistance of the CAAs, to have maximum impact in their respective communities.

II. BASIC ORGANIZATION OF YOUTH PROGRAMS

A. Idea Formation

OEO Instruction 6168-1a suggests areas in which the participants in a potential Youth Development Program might seek to establish their program. Instructions 6168-2, 6168-3, 6168-4 offer other examples. These various possible program areas are only *suggested examples*, however, and YDP participants do not have to confine their efforts to them. In reality, OEO policy allows a YDP to consider virtually any type of program effort as long as it is reasonable, can be accomplished (so as to offer constructive educational decision-making and leadership experiences for the youth involved) and includes active youth involvement. As a matter of fact, it is more important for YDP staff and participants to be concerned about such matters as decision-making and leadership experiences than to be concerned with the exact type of program developed. And, this process of youth involvement and development begins with the actual planning and decision-making for selection of a program.

To consider an example, if the members of a newly-formed youth council decide to establish a drop-in center, the drop-in center as a product of that decision is by no means more important than the process by which the decision was made. How was the decision made? Why? Does the decision represent the majority view of the youth group? Is it really a good idea? The value of understanding the general dynamics of this group decision-making process will be much greater to the youth involved than simply knowing that they decided to operate a center. After making the decision, the process of changing the decision into an action will be equally important. How will the group do what they've decided to do? Once a drop-in center has been opened, the youth group will probably tend to feel that something has been accomplished, but it should be remembered that much, perhaps more, will have been accomplished as the group moved toward their goal. Operating and utilizing a drop-in center is not an extraordinary feat. Planning to do so and implementing the means for doing so is a significant experience which should have some long-term benefits for the individuals involved, especially when they decide to think about other programs or projects to get involved in.

YDP participants should also be guided by what is possible as they select project areas. No youth group can be expected to hang together if the product of their planning constantly leads to impossible

tasks. On the other hand, if a youth council feels compelled to deal with a community problem or issue which has not been satisfactorily handled, but cannot be undertaken by the youth group alone, it may very legitimately seek to take a leadership or advocate role in trying to pull together the pieces which might solve the problems.

A youth group will be well advised, in fact, in selecting its priorities, to actively seek involvement of other sectors of the community. This is wise since most youth organizations will not be able to solve problems alone and because it will give the youth organization more visibility and credibility in the larger community and, hence, a greater ability to become meaningfully involved and supported in later program efforts.

In summary, youth councils should take every advantage of the flexibility which YDP policy affords them; should not limit themselves to examples indicated on paper; and should not be obsessed with the need to develop a service-oriented "product." They should maximize youth involvement, education, and experiences; and they should actively seek to increase their credibility within the larger community in order to increase their own participation in community life.

B. Obtaining Funding

The funds, without which it would be difficult for a given youth organization to sustain itself and develop, come first from the sponsoring Community Action Agencies in most instances. CAAs don't, however, have to provide funds for a Youth Development Program. Youth Development funds are no longer earmarked or categorized. What this means is that a Community Action Agency and its Board of Directors are going to have to be convinced that it is in their best interests to fund a YDP. The youth involved in a YDP know that they are part of the poverty population which a CAA is mandated to serve and they know that they have much to offer the poor within the scope of services set up by a CAA, but they are going to have to convince the CAA Boards of the validity of their knowledge. In essence, youth councils and YDP staff will need to be able to sit down with other community interests and "horse trade" for funds from the CAA. No YDP can take for granted its primary source of funding, the CAA.

For precisely this reason, YDP participants will need to consider other possible sources of funds – after dealing as successfully as possible with the CAA. There is no magic formula to guarantee that other funds will be available to a YDP when it "turns outward" to seek them. Each locality within which a YDP will be formed will represent a different potential for local funding. Some communities will have access to more funds than others, notably urban ones as opposed to rural ones. States will represent different funding potentials, also. Funding from other federal resources may exist although, to an increasing extent, these funds will be made available through state channels. It is important for a YDP to be precise and methodical in both approaching and requesting funds from other sources than the CAA, as well as being able to convince the potential funder that the YDP has something to offer, itself, in return for the funds. Generally speaking, the best base upon which to attempt this is a solid, representative youth organization which is actively and constructively involved in a youth-oriented program offering benefits to many individuals.

C. Implementation

OEO policy is quite explicit in defining the organizational structure around which a Youth Development Program is to be run. This structure, the youth council, is to be developed on two levels. The first is a Target Area Youth Council, representing youth at the CAA-defined target area level. The second is a Community Youth Council which serves as a collective organization, representing youth from all target areas within a community. Generally, a target area council will precede development of a community council since it can be anticipated that the best approach to mounting a YDP effort will emphasize development of a modest, neighborhood-based project initially. It is extremely important to form a Community Youth Council only after there is a demonstrable need for one and a specific role that it can play. The complexity of an organization which involves broad representation across neighborhood boundaries should be obvious and, consequently, its development should be carefully planned.

What becomes important in terms of implementing a Youth Development Program is not so much what the programmatic efforts will call for – staff, materials, funds, facilities – rather, it is developing

a realistic and legitimate role for the youth council to play as the project is under way. If a council is formed and a project started and the council has little to do with the project except watch it, the potential for losing council members will be high. As an example, what kind of a satisfactory relationship can a youth council of perhaps thirty members have to an economic development project which employs only three staff members? It may be difficult to establish one under the circumstances. On the other hand, if a YDP project involves leadership training in community problems, it would seem that council members might have many opportunities to be intimately related to the project, perhaps as advisors or counselors. The important point to consider is that the youth council be actually involved in project activities as they are ongoing. In this context, it should be remembered that youth council members can be reimbursed for their attendance at council meetings, up to a maximum of $5.00 per meeting and, further, that they can be reimbursed for time spent in monitoring or evaluating their projects if funds are available and this procedure will enhance youth participation.

One of the most persistent questions that CAAs and YDPs have debated is the premise that YDP projects meant economic development activities. In section 6 of Instruction 6168-1a, program content is described as "year-round comprehensive economic opportunity projects emphasizing youth involvement." Examples given include education, employment, economic enterprise development, or other similarly related programs which give youth increased skills and self-direction and help prepare them for regular employment conditions. Unfortunately there was confusion between the terms economic opportunity and economic development and numerous YDPs found themselves unable to sustain a business enterprise. This was a particularly frustrating period for rural YDPs, due to severely limited budgets, a lack of technical assistance and the diffused nature of the rural populations which made market identification extremely difficult.

YDPs, and particularly rural YDPs, were doubly cursed by the confusion over recreational programs. Some CAAs believed that there was a ban on *all* recreational activities even though the Instruction states that "Recreation and cultural enrichment activities could receive a limited amount, not to exceed 10 per cent of the Youth Development Program federal funds, if (1) they provide out-reach

devices to attract youth and draw them into comprehensive economic opportunity programs, or (2) are considered an essential supplement to the main thrust of the program such as short regularly scheduled athletic programs, carefully planned educational field trips, art festivals, etc."

Some YDPs in both rural and non-rural areas have worked with the flexibility in the above restrictions. For example, if the council determined that recreational or cultural activities were essential to achieving the goals of the YDP, youth administration of the programs, instead of mere youth participation in them, would be within the scope of the guidelines as providing youth with transferable skills in administration, planning, and teaching that could lead to future employment. Then too, a number of YDPs are operating recreational and cultural activities as a service to the community. Again, youth administered.

Much of the confusion over economic development and recreation-cultural activities could be resolved if both CAAs and YDPs accepted the flexibility of Instruction 6168-1a instead of translating suggestions into mandates.

D. Institutional Change

Institutional change is one of the specific goals of Youth Development Programs and it could be said that it is the most important goal. YDP participants should be guided by the need to deal more effectively with the institutions designed to serve them in order to influence them to actually serve them. Possible projects should be analyzed in light of this particular goal and, at a bare minimum, YDP participants should make known their collective concerns and priorities to the larger community in order to try to affect the scope and quality of service to youth that community institutions represent. Such change can very legitimately be thought of as the payoff for youth activities, since it is highly unlikely to be the specific project that brings institutional change, although it will represent a potentially strong element in a total community approach to highlight needs and problems and, consequently, influence development or expansion of other supportive programs by the community.

III. THE YOUTH DEVELOPMENT PROGRAM DIRECTOR

In the preceding chapters we have discussed the CAA, the YDP and the community as basic ingredients of Youth Development Programs. A listing of ingredients and the characteristics of each does not, however, ensure a tasty dish – nor does it, in our recipe, ensure a successful YDP. One must know the measures, order and the timing necessary to reach the desired outcome. The YDP Director should have the expertise to blend the ingredients into a process and program of benefit to youth, particularly poor youth. He does this not by manipulating each but rather helping each to recognize the logic in getting together to achieve a greater good.

This chapter will attempt to provide the YDP Director – paid, part-time, volunteer, or whatever – with some benchmarks, guidelines, suggestions for assessing program effectiveness, and planning for the future.

Material in this section should be evaluated within the context of local YDP youth involvement and youth program responsibility. Each YDP should be prepared to make whatever adjustments are required to adapt this material to the local context: geography, economics, CAA capabilities, funding levels, community priorities and the level of organization developed by the individual Youth Development Program.

A. Staffing the Program

1. Selection

Staffing the YDP should not take place until a need for staff is identified. To hire staff simply because the budget allows for it is wasteful, and may seriously limit the program if projects are selected later beyond the capabilities of staff. In the rural areas especially, where every dollar resource is so precious, staff expenditures must be weighed carefully. Even in those YDPs where budgetary restrictions deny the possibility of paid staff, until a need for assistance arises that the CAA and Council cannot handle, no additional staff should be brought into the program.

Once a decision is made that additional staff is needed, the Director, with the Youth Council, must prepare a job description and establish the criteria for recruitment and selection of candidates. It is an important part of leadership training that the youth be directly involved in each step of this process. The selection procedures should coincide as much as possible with those of the CAA personnel policies and procedures. (The Director should be thoroughly familiar with these policies.) It would be quite appropriate to request technical assistance from CAA central staff on constructing job descriptions and on methods of recruitment and selection. Also helpful would be *OEO Guidance 6901-1, "A Guide to Selecting the CAA Executive Director"*, especially Appendices 2., *Interview Guide for Prospective CAA Director*, and 3., *Guide for Evaluating the Capability of Candidates*. Naturally they will have to be adapted to the YDP situation but both contain useful suggestions of areas to cover and methods of assessing qualifications of candidates which may be applied to the YDP..

As a part of leadership training of council members, knowledge of personnel policies and practices, interviewing techniques, and the selection process for recommending staff to YDP positions should precede the need to hire staff. The better informed the youth are the better choice they will make and the stronger the rapport will be between youth and staff.

A final caution on staff selection is directed to the selection of part-time or volunteer staff. The mere fact that a person is willing to serve without pay must not be allowed to sway the best judgments of the Council and Director as to what that person can actually contribute to the program effort. The point is that almost every volunteer can be utilized in some capacity, but the YDP cannot afford to jeopardize reaching its objectives because the wrong person is in the wrong spot at a critical moment. Volunteers must be evaluated on the same basis as paid staff. The critical questions for the YDP Director include: can I work with this person? Is the potential for growth evident? Will this person bring something to the program? An empathy for the problems of young people? A faith in the ability of youth to affect their own destinies? These questions must form part of the assessment of each staff candidate, paid or not paid. It is up to the

Director to "sell" this approach to the Council. If he has satisfactorily evaluated himself along these lines he should be able to win Council support for this approach to staffing.

2. Training

Although some administrative responsibilities for the implementation of a YDP are shared with staff, the Director retains primary responsibility for overall coordination and accountability to the CAA. One of his duties is to provide in-service training to staff where needed. This requires objectivity about the ability and progress of staff, who in many cases will be from the ranks of the participants and may not have the breadth of experience desired when they initially come on board. The Director must monitor staff progress since they may have difficulty in articulating their own training needs fully. The Director may find the following checklist useful in assessing staff needs for additional training. It is merely a suggested tool for assessing staff training needs and should not be considered as a required activity nor the best possible instrument for this purpose. Each YDP Director is encouraged to design a more relevant instrument utilizing this checklist as a guide or format only.

#1. YDP STAFF ASSESSMENT CHECKLIST

DIRECTIONS TO THE YDP DIRECTOR: Please complete the following evaluation by making one check (√) in each category (1-8). Each staff member should be evaluated on the basis of how you see this worker in his/her job setting.

1. QUALITY OF WORK

A.	Works skillfully and carefully	[ ]
B.	Labors with limited skill	[ ]
C.	Completes assignments in detail	[ ]
D.	Should exercise more care	[ ]

2. DEPENDABILITY

A.	Needs constant supervision	[ ]
B.	Quality of work varies from day to day	[ ]
C.	Can be trusted in all situations	[ ]
D.	Quality of work constant day to day	[ ]

3. MENTAL ABILITY AND JUDGMENT

A.	Adequate for job	[ ]
B.	Has more ability than job requires	[ ]
C.	Not sufficient for demands of the job	[ ]
D.	May proceed before checking orders	[ ]

4. INTERPERSONAL RELATIONSHIPS

A.	Irritates others	[ ]
B.	Has good rapport with co-workers and supervisors	[ ]
C.	Appears withdrawn	[ ]
D.	Outwardly aggressive	[ ]

5. ATTITUDE TOWARD YDP DIRECTOR

A.	Always accepts willingly	[ ]
B.	Usually accepts	[ ]
C.	Occasionally is skeptical	[ ]
D.	Often challenges	[ ]
E.	Sometimes challenges	[ ]

6. RESPONSIBILITY FOR OWN GROWTH

A.	Accepts suggestions	[ ]
B.	Seeks information that will help to do a better job	[ ]
C.	Neglects learning opportunities	[ ]

7. DEPTH OF JOB UNDERSTANDING

A.	Excellent	[ ]
B.	Good understanding	[ ]
C.	Some understanding	[ ]
D.	Little understanding	[ ]
E.	Poor understanding	[ ]
F.	Not applicable	[ ]

8. CREATIVITY

A.	Often makes suggestions that would improve operations	[ ]
B.	Seldom seeks to attempt to innovate	[ ]
C.	Lacks ability to approach situations creatively	[ ]

Whatever device is used to evaluate progress and growth on the job, the Director should try to involve Council members in the task, and he should not go through the motions unless he is fully prepared to provide whatever additional training the assessment calls for. In many instances, especially with small staffs, more informal methods, such as observation and discussion, are quite adequate as measures for evaluating staff. Where less structured methods are used, staff may want to utilize the checklist as a self-evaluation exercise for their own benefit.

The important thing is that the YDP Director have a *planned* method for staff evaluation, formal or informal, and a *planned* in-service training activity for all staff, and youth leaders who may become staff. This should include orientation to the OEO and other funding sources; the CAA; community organization; interagency linkage; resource mobilization techniques; the planning process; program development; and the philosophy, objectives and goals of the YDP.

In developing in-service training the Director should look to the CAA, colleges, other agencies, federal training contractors, and volunteer consultants for professional help, if needed. At all stages youth should be involved in the design and preparation of training outlines and materials.

3. Career Development

From its inception the community action program has been concerned with, and mandated, to provide the poor with the resources and skills to move out of poverty. One method for achieving this was to provide jobs to poor people within the CAA itself, assist staff to attain the skills required to move into higher position within the CAA, or preferably, into other agencies which would begin to address the issue of institutional change as well as providing for upward mobility. As staff moved outward more poor persons would be brought into the agency to fill the vacancies and the cycle would be repeated. This concept has lost none of its original appeal. The YDP Director should incorporate career development plans for all staff into the standard operating procedures of the program. Not only should he be grooming his successor, but with staff and the youth, he should be planning to establish that very cycle of skill training – upward mobility – replacement – skill training – upward mobility – replacement. Much of this work

can be done as part of the Director's other duties. For example, in lining up resources to support youth projects he may be in contact with employing agencies, training institutions, other community youth projects. The YDP Director should not overlook the upgrading potential in special programs such as the Department of Labor's Work Incentive Program (WIN), Public Service Careers (PSC) and the New Careers Program. The Department of Health, Education and Welfare's (HEW) Headstart and Upward Bound programs and various training opportunities in Model Cities projects may also provide valuable elements for career development planning.

Obviously, urban and suburban areas will provide more opportunities for local careers than will rural areas, but not to make the effort in all areas is depriving staff and youth of potential options for personal growth *and* additional income.

Caution!

Career development takes time, must be planned, must be realistic, should include additional support where needed (education, training seminars, skill training), and must be followed through. Better not to initiate it if sufficient resources of time and effort cannot be allocated to carry it out.

B. Organizing Youth

1. Some Basic Principles

Youth organization is a process of assisting youth in a community to:

- organize themselves for planning and action
- define their common and individual needs and problems
- make group and individual plans to meet their needs and solve their problems
- execute these plans with a maximum of reliance on community resources
- mobilize resources outside of the community when necessary.

The YDP Director assists youth in organizing self-help programs that respond to their own needs and problems. He should be at least as concerned with the process taking place among and within the youth as they organize themselves, as he is with an ultimate product the group might fashion.

The YDP will stand an infinitely greater chance of achieving its objectives if the following basic principles are accepted by staff and youth from the very outset of organizing the Target Area Youth Councils, and of course, if they are retained throughout program development:

- People take precedence over programs
- The YDP is built from the bottom, growing out of the felt needs of the youth
- The youth who are expected to carry out plans have a part in making the plans
- Doing *for* youth does not develop initiative and strength; doing *with* youth develops both
- In doing something important to them the youth are developing their strength to broaden their scope of activities
- When youth are involved in something important and meaningful to them they develop group pride and a desire to do more
- The YDP Director and staff are enablers rather than supervisors; resources to the youth rather than manipulators.

2. Youth Councils

The best guide to organizing youth councils is OEO Instruction 6168-1a, section 4. *YOUTH INVOLVEMENT*. It would be silly to attempt to suggest a national model for organizing YDP Councils and this will not be attempted here. We simply reiterate the need for a successful project on the neighborhood level as the best possible recruiting device for most YDPs. A layering on of council structures area-wide (or city, county, etc.), contributes little to the development of a functioning, productive YDP, and may in fact result in unfulfilled expectations and the ultimate dissolution of the organization.

As an extremely broad guide to organizing councils, the CAA and YDP Director might consider the following:

Organizing Youth Councils: Getting Started

A. Define the YDP's relationship to youth.

B. Identify existing youth councils and informal leadership among the youth population (do not overlook both structured and unstructured youth groups).

C. Define the YDP relationship to the community.

D. Establish basic program organization structure.

   a. Consider mechanics of organization
   b. Consider structural types and principles
   c. Perform management tasks
   d. Relate the structure to youth involvement

E. Mobilize and involve youth populations.

   a. Provide methods and techniques for involving youth
   b. Present models for youth involvement
   c. Clarify role of youth organizations

3. Leadership Training*

Youth Council members must be provided with the tools which will enable them to make good decisions and run good programs. A good program is one in which the youth were involved in selecting, planning and implementing, and which responds to their needs or to a community need. The CAA and the YDP Director must provide leadership training to the YDP membership. It must be planned, and it must be based on a mutual understanding between the youth and the CAA that training is needed. Both must make the necessary commitment to follow through in planning and implementing a training experience, not confined to one or several capsule courses but carried on throughout all project activities for the life of the program. Leadership training must be one of the primary objectives of a YDP if it is truly about youth involvement in community action.

*See YDP-Number 9, *Youth Leadership Development*

In determining what kind of training is required, the CAA and YDP Director should ask the youth to identify the specific things they think they will need to know to successfully operate the program. It might be best to have this done in writing but with a full group discussion afterward.

Staff must be consulted and asked to define the areas in which they think the youth will need training. Professional trainers, educators and outside persons with youth program experience should also be consulted.

Staff and youth should then meet, discuss each of the suggestions and determine priorities. It is very much the responsibility of staff to ensure a complete examination by the youth of all possible areas of training.

The staff (CAA and YDP) and representative youth should then define the skills and abilities which the training program will transfer to the youth.

Training design must emphasize the active input and involvement of youth and attention to the practical "how to" considerations which relate directly to their lives and their program.

Experimentation with new ideas and approaches should be the standard operating philosophy in youth training programs. Some activities in the training program might be *Case Studies; Problem Solving; Role Playing; Group Workshops;* wisely chosen *Field Trips;* and *Audio-Visual Presentations.*

Because many youth are turned off by traditional training techniques, such as classroom lectures and "lessons", YDP staff may want to experiment with *The Experiential Learning* method. It is based on real situations encountered by youth in their daily lives and it places full responsibility for learning on the trainee (youth). For a full discussion of this method turn to Appendix B, *THE EXPERIENTIAL LEARNING METHOD.*

4. Possible Areas of Training for YDP Councils

a. Techniques in Organizing

Members of youth groups should have the basic ability to organize themselves not only to expand on their own organization but to keep their organization together and functioning. Training in organizational structures, functions, procedures, etc., should be made available to the youth, utilizing a variety of possible resources such as the CAA, private consulting firms, VISTA, labor organizations, and the YDP itself.

b. Leadership Training

In order for members of youth councils to upgrade themselves to positions of leadership within the group and possibly other organizations, leadership training is essential as an ongoing process. Periodic turnover of leadership roles within the councils would give many more youth the opportunity to lead.

c. Parliamentary Procedures

Members of each council should be taught the essentials of parliamentary procedures to enable them to run their own meetings in an orderly fashion and to prepare them to be familiar with appropriate procedures when dealing with other agencies and organizations. Readily available assistance can be had in this area from clubs, Chamber of Commerce, and CAA governing Board, etc.

d. Group Communication

One of the problems that any group usually faces after being organized is the inability to perform certain tasks or reach definite decisions on particular problems. One of the main reasons is the inability of the group to listen to and respect one another's opinions. In some instances group communications training will be a necessary ingredient in making a group function effectively. This type of training must be done by qualified individuals and is usually available through universities or consulting firms.

e. Administrative and Fiscal Management

In order to become responsible and efficient in fiscal and management procedures, training should be given to those individuals within the youth councils who will be responsible in that area. In the long run it will relieve the CAA of many problems and also be a learning experience for the youth involved. This can be done effectively by the CAA on an intern basis, or by outside volunteers.

f. Local Government Structure and Responsibilities

With the 18 year old vote now a fact, it is to the benefit of youth councils to be knowledgeable of the inner workings of local, state, and federal governments. By understanding their responsibility and potential as well as the political machinery, they can have a more significant impact on the local situation. This can be acquired through the CAA Governing Board, heads of local government and civic organization leaders.

g. Civil Rights

Youth should have a basic knowledge of their rights and responsibilities as citizens of the community. Some potential sources of training include the Police Department, government attorneys, civil rights organizations and Legal Aid or Legal Services.

h. CAA Structure and Responsibilities

If the youth are given the opportunity to understand the mission of the CAA, they may be able to more effectively contribute to its ultimate goals. This would also help them to be aware of the resources within the CAA that can be of use to their program. This training should come from the CAA directly.

C. Program Development

1. Planning

If there is any single key to mounting a successful YDP it is the nature and degree of planning built into the program. From initial organizing activities of the CAA in forming youth councils,

through the development of an organizational structure, project selection and implementation, well constructed plans must be prepared. Certainly there is a reluctance on the part of youth to postpone action until every detail is in place and every problem anticipated. Planning must be relatively simple and flexible until the youth, through experience, recognize the need and benefit of more sophisticated planning techniques.

Planning is a skill and there are tools available to assist in applying that skill to YDP. Initially, the YDP Director and CAA will provide training in planning processes to the youth. Outside sources such as colleges, local governments (i.e. City Planner) are potential technical assistance resources to the YDP Director.

To assist the YDP Director and youth in the planning process we have included *The Youth Development Program Planning Workbook*. It is based on a problem solving process and may be applied to *all* YDP activities.

2. Implementing

In order to get to the point and purpose of YDP – youth operating their own programs – the YDP Director needs to have his administrative business in place. He must plan his administrative functions so as not to retard the implementation of the youth projects. His schedule ought to be carefully planned in advance and should be made available to the Community Youth Council. Included would be trips; regularly scheduled CAA staff meetings; time set aside for fiscal duties; in-service training and youth leadership training schedules, and so forth.

The Director should have a reporting system in place that meets the needs of the CAA and the Council and which operates smoothly and on a regular timetable.

Staff evaluations and other personnel records should be orderly and designed on the overall CAA model. (See your CAA's *Personnel Policies and Procedures*).

Once his own administrative house and personal scheduling are in order the Director will be able to plan his other activities more efficiently. A key activity will be providing technical assistance to the youth in project operations.

The critical moment for a YDP comes when a program is initiated. The attention paid to details, regardless of the size of the project, may well mean life or death to the YDP. The youth must be a part of this implementation process for it is their program. However, experienced supervision and assistance is a key to success, and youth leaders can play an extremely important role in this area.

Implementing YDP projects should be a matter of checking and rechecking the action plan for the project. Checks on whether or not assignments were carried out, materials and other resources obtained, deadlines met, objectives achieved, should be continuous once a project is operational. This ongoing self-monitoring system allows the youth the opportunity to tighten up, anticipate needs and problems, and if necessary, re-design the project. The following device is one approach to maintaining checkpoints on program progress.

2. TASK COMPLETION CHECKLIST

Objective: Renovation of Multi-Service Center

Completion Date: June 14

Task Description	Assigned To	Resources Available	Date Initiated	Date Completed	Target Date	Condition of Work Satisf.	Unsatisf.
Wall washing	R. Jones B. Brian	Hope Hardware	July 5	July 7	July 7	X	
Replace tile	R. Gordon T. Walker B. Bagley	XYZ Tile ACE Trucking Walker Flooring	July 5	July 9	July 7	X	
Obtain insurance							
Check city code							
Secure outside sign							
Repair or replace toilet fixtures							
Replace broken glass							
Install partitions							
Painting							
Install additional lighting fixtures							
Check electrical outlets							
Clean up							

[Note: The first two tasks in this model were filled in to provide an example of how this checklist might be used to plan and monitor program progress on a task/assignment basis. It can readily be adapted to other projects. Perhaps you have already seen how you can change its format to meet your local needs.]

3. Monitoring and Evaluation

In its most meaningful sense monitoring is that element in planning which addresses the question -- are we doing what we said we would do? The YDP Director and the youth must learn the skills of evaluating what they are doing quickly, because this is how funding is determined and it deals with the YDP image in the community. Monitoring becomes documentation of program progress. It also means that you can identify problems before the project is seriously threatened and move to correct them. The process of monitoring provides youth with valuable experience in problem solving and group coordination.

Aside from the need for youth to monitor their programs, they must also conduct evaluations of themselves, the Community Youth Council, and the Target Area Youth Councils. Each of these may also provide training to the YDP staff and councils in planning and evaluation skills.

The major point to be made is that monitoring is required in every YDP activity, and will be most useful when the youth are sufficiently skilled to design their own instruments and measures.

In Chapter III. A. 2, the suggestion was made that the *YDP Staff Assessment Checklist* might be useful as an individual self-analysis by staff and youth. On the following pages are other checklists which the YDP Director and the Councils might find useful as simple evaluation tools. They are in no way intended to be the best tools for any and all YDPs in the country. They are suggested in the hope that each YDP will consider evaluation a crucial element in the YDP process.

#3. YDP OVERALL CHECKLIST

		YES	NO
1.	Does the youth council have a clear picture of program goals?	[ ]	[ ]
2.	Does the council function in an orderly way?	[ ]	[ ]
3.	Does the council use efficient procedures for making decisions?	[ ]	[ ]
4.	Does the council have effective leadership?	[ ]	[ ]
5.	Does the council implement its decisions?	[ ]	[ ]
	Does it follow through on them?	[ ]	[ ]
6.	Is the YDP attaining its stated goals?	[ ]	[ ]
7.	How many youth are actively involved in the council?	_____	
8.	How many youth are *served* by the YDP?	_____	
9.	What is the YDP budget?	_____	
	What is it spent on?	_____	
10.	Are other available resources being used to supplement YDP resources in the community?	[ ]	[ ]
11.	Does training of youth result from council and program operations?	[ ]	[ ]
12.	Does leadership training take place in the YDP?	[ ]	[ ]
13.	Does the community benefit from the YDP?	[ ]	[ ]
14.	Does the human resource effort in the total community benefit from YDP?	[ ]	[ ]
15.	Is the economic opportunity of youth enhanced by the YDP?	[ ]	[ ]

4. COMMUNITY YOUTH COUNCIL (CYC) CHECKLIST

		YES	NO
1.	Does the CYC actually serve as the collective body of opinion for youth in the target areas of your community?	[ ]	[ ]
2.	Were elections used as the process by which representatives were selected for membership?	[ ]	[ ]
3.	Are the age groups between 16-25 represented on the council?	[ ]	[ ]
4.	Have advisory committees been established by the CYC?	[ ]	[ ]
5.	Is the CYC capable of offering advice to the TAYCs on proposals, projects, etc?	[ ]	[ ]
6.	Does the CYC serve as the clearing house for all TAYC activities for maximum participation?	[ ]	[ ]
7.	Do poor youth constitute 51% of the membership of the CYC?	[ ]	[ ]
8.	Does the CYC augment the participation of TAYC representatives with written reports to all youth councils? Minutes of meetings? Meeting agendas?	[ ]	[ ]
9.	Is attendance at the CYC meetings mandatory for representatives from the TAYCs?	[ ]	[ ]
10.	Has the CYC established a specific process for proposal review comment, and support?	[ ]	[ ]
11.	Does the CYC have the right to review/interview applicants for positions on the YDP staff?	[ ]	[ ]
12.	Are CYC meetings open to the attendance of TAYC members?	[ ]	[ ]
13.	Are meetings conducted in such a manner as to produce/provide direction to the TAYCs?	[ ]	[ ]
14.	Are the CYC youth serious in discharging their responsibilities to their constituents?	[ ]	[ ]
15.	Is the CYC an effective vehicle for youth leadership?	[ ]	[ ]
16.	Does the CYC have representation on the CAA Board?	[ ]	[ ]
	a) Voting representation	[ ]	[ ]
	b) Subcommittee participation	[ ]	[ ]

5. TARGET AREA YOUTH COUNCIL CHECKLIST

		YES	NO
1.	Are the TAYCs made up of youth between the ages of 14-25?	[ ]	[ ]
2.	Are officers democratically selected?	[ ]	[ ]
3.	Does the TAYC have representation on the CYC?	[ ]	[ ]
4.	Does the TAYC have functioning subcommittees?	[ ]	[ ]
5.	Do a majority of the youth show genuine interest in the development of the YDP?	[ ]	[ ]
6.	Has the TAYC been able to sustain its efforts toward program development for a period longer than 6 months?	[ ]	[ ]
	a) 12 months?	[ ]	[ ]
	b) 2 years?	[ ]	[ ]
7.	Have the programs which the TAYC developed related more to youth needs?	[ ]	[ ]
	a) community needs?	[ ]	[ ]
	b) both?	[ ]	[ ]
8.	Is membership open to all interested youth in the target areas?	[ ]	[ ]
9.	Does the TAYC support the program efforts of the CYC?	[ ]	[ ]
10.	Is the TAYC capable of independent action without direction from the CYC?	[ ]	[ ]
11.	Does the TAYC practice good public relations within the target area in support of the YDP?	[ ]	[ ]
12.	Has the TAYC contacted potential and existing resources and explained the YDP and solicited support and donations?	[ ]	[ ]
13.	Does the TAYC understand its relationship to the Community Action Agency?	[ ]	[ ]

(In Chapter III. A. 2, the *YDP STAFF ASSESSMENT CHECKLIST* was presented as one measure of YDP staff. Another model is presented here as simply another instrument for gauging staff progress.)

6. YDP STAFF CHECKLIST

	YES	NO
1. Have YDP staff been provided with a formal introduction through orientation, etc., to the CAA?	[ ]	[ ]
2. Have specific job descriptions been formulated and presented to each staff member to insure that he understands his responsibilities?	[ ]	[ ]
3. Are regular staff meetings held in order to handle problems which the staff have encountered?	[ ]	[ ]
4. Has a staff assessment form been established by which the YDP Director may assess his people to acquaint them with their strengths and deficiencies?	[ ]	[ ]
5. Has a staffing pattern been established by which the lines of authority are clearly delineated which illustrate the possibility of advancement?	[ ]	[ ]
6. Are staff openings communicated to the youth councils in order to provide youth with access to CAA employment?	[ ]	[ ]
7. Are the TAYCs and CYC asked to recommend individuals for staff vacancies?	[ ]	[ ]
8. Are staff training conferences or seminars planned which are specifically organized to improve the delivery of services to the YDP?	[ ]	[ ]
9. Does the staff understand the dual responsibility of working for the YDP and CAA in concert?	[ ]	[ ]
10. Is the staff provided with an opportunity to visit other programs in the area to acquire new techniques?	[ ]	[ ]
11. Does the staff benefit from the mistakes of staff members who are willing to share their experiences?	[ ]	[ ]
12. Is the total staff really committed to the development of a viable youth council?	[ ]	[ ]
13. Will the assessment of the staff deficiencies become the subject of subsequent training sessions?	[ ]	[ ]

4. What Now?

You have developed an action plan for a project, put it into operation, monitored and mothered it and conducted an evaluation. What now? For one thing, during the entire process everyone involved was gaining experience and insight in getting things done and working with others. Then too you may have identified unforseen needs and potential trouble spots which can be remedied. It is also possible that your evaluation or the evaluation report, if done outside the YDP, shows that the program does not address the stated goals of the YDP. Gaps in services offered; additional resources required; a need for staff and/or youth training identified; a public relations problem developing; a strained relationship between Council and youth operations; and much, much more can be exposed by evaluation and dealt with by the youth. Perhaps the only remedial action required is to reassign duties and responsibilities. On the other hand, the YDP Councils may be faced with the hard decision to end the project, salvage whatever can be salvaged and go right back into the planning process again.

Every evaluation might be treated to a full review by Councils and YDP staff. Unless this takes place as a matter of course, the Councils will not be able to make knowledgeable decisions in the best interests of the YDP and the overall community action program.

In summary, evaluation to be useful must lead to some action. The data gathered in evaluating the program is irrelevant unless it can be utilized by the full YDP membership in a way that strengthens their program and contributes to their growth.

D. Resources Mobilization

1. Realities

Two events are in the process of taking place that may have a significant impact on the nature and future of the YDP. One is revenue sharing which seems certain to be approved by the Congress this year, and the other is the new *Grant Application Process** initiated by O.E.O.

*OEO Instruction 6100-1a Change 1, *Program Account Structure*, December 20, 1971.

Both policies mean increased competition among community groups and agencies for funding community service projects. Under the concept of revenue sharing, monies which have in the past come directly from federal agencies to the CAA and other organizations will now be channeled through the state and county or city governments. One immediate result of this process will be the need for every agency looking for funds from this source to justify and document the need for it to exist. The CAA is one of the agencies that will be put on that spot, with many other groups. Community action funds will no longer be protected at the federal level. The implication for YDPs is simply that just as the CAA must "sell" its program to the funding source, so too must the YDP "sell" its programs to the CAA – the YDP funding source. The new procedures set up by OEO for CAA funding and fiscal management are also vitally important to the YDP.

Under these policy changes YDP funds are no longer earmarked as CAA Program Account 59 but are now included in a General Community Programming Account (P.A. 05). This gives the CAA much more flexibility in utilization of funds and the setting of program priorities. Simply stated, the CAA no longer receives a sum of money from OEO to finance a YDP. If a YDP is not established as a CAA priority the CAA may choose to use the money elsewhere. However, where the YDP has proved itself viable and a contributing factor in achieving CAA objectives, it will be funded. The YDP councils must establish their case for future funds on their success in program development and their responsiveness to community needs in support of the CAA.

2. **Sources and Resources**

a. **Public Relations**

Too often young people, impatient to get started, tend to rule out resources which could bring positive benefits to their organization. In many areas YDPs are suspect in the eyes of older persons in the community (and at times even by the CAA). This may simply be a manifestation of the so-called "generation gap," or it might be some unspecific anger about

riots, peace demonstrations, gangs, whatever. In any case it is important for the youth to change the adult feelings about youth groups in general and the YDP specifically.

The YDP goals of youth involvement in collective social action aimed at giving them a role in establishing and operating their own programs, and preparing them to deal more effectively with institutions designed to serve them, are dependent on adult community support, or at least tolerance. The adult community controls the funds, agencies and institutions with which the YDP must negotiate. The way the adult community perceives the YDP will probably make it or break it. The YDP cannot ignore the older community if it wishes to continue to receive funds. Youth cannot attack the institutions directly because no political body is going to subsidize youth or any other group to have itself attacked. Under the new OEO funding and accounting procedures the CAA has the option of funding or not funding YDP. They may also raise or lower the funding level of YDP, or assume greater control over its direction and programs. Finally, with the almost certain introduction of revenue sharing the YDP will have to justify and document that a community need of high priority is being met by its program. There are ways to begin to develop community support and mobilize the resources needed to develop a positive image in the eyes of the older community.

A Solid Constituency

If the YDP is not *broadly* representative of poor youth in the community it will not be heard. If the councils are dominated by a narrow age group, say 14-16 or 16-18 and primarily in-school youth, it is not broadly representative. At times a somewhat narrower representation is unavoidable, perhaps even desirable, but not to shoot for the ideal – the broadest possible membership – could limit the scope and effectiveness of the YDP effort. YDP councils and staff must carry out a continuous organizing effort throughout the year, every year. Youth recruited by the YDP must be involved as quickly as possible and must be made to feel that they are as much a part of the YDP as those who may have been active for

several years. Coalitions will strengthen the YDP. Black-white; poor-middle class; rural-urban-suburban; YDP-other youth organizations; are some potential coalitions that each YDP should actively seek to establish.

A Tight Program

To the degree that a YDP provides the community, including the youth community, with needed services, the community will respond in a positive way to its programs. When programs are too loosely organized, exclusively recreation or lounge programs, the community will either criticize or ignore them.

Good planning by the YDP ensures tight programs. Each YDP must be constantly evaluating its operations and assessing the community's understanding or ignorance of what the program is all about. Once an assessment is made the YDP must plan to either counteract negative feelings or capitalize on positive feelings.

A Planned Publicity System

Radio stations, TV, newspapers, agency newsletters, are all potential resources to the YDP. It is not enough however to send an item to a disc jockey or newspaper announcing a new project or a social; every attempt should be made to establish a continuing relationship with the individuals who will get the items printed, help in recruiting new members, do personal stories on individual YDP members, assist in establishing coalitions. Councils should set up a Public Relations Committee to plan and design a standard operating procedure on publicity. This should include a format for receiving items from TAYCs and individuals and a thorough knowledge of the style and content of articles most desired by the media.

In those YDPs where newsletters are a part of the program, a mailing (or delivery) list should be compiled so as to include other youth organizations and public agencies who work with youth. Key government officials and potential funding sources should also be on the list.

Community Involvement

Although some YDPs are suspicious of establishing strong Adult Advisory Boards, it is important for the youth to have a cadre of adults to support the program with physical resources and, even more important, to carry the message about YDP throughout the community. Another resource often overlooked is the CAA Governing Board. Members include not only representatives of the poor, but also of government, business, community service agencies and public service organizations. Here is a ready-made forum for positive public relations in the community.

CAA Support

An important requirement for every YDP Public Relations Program is to establish strong support within the CAA and know the rules and regulations employed by the CAA public relations unit if it exists. In all activities in fact, if the YDP wants the support of the CAA, it must act to enhance or complement the goals and programs of the CAA. Very often CAA staff and Board will provide an excellent training resource in public relations for youth.

b. Steps in Resource Mobilization

1. Assess needs of the youth and the community to formulate projects or ideas.
2. Identify potential sources of funding and/or resources. (See c. Identifying Resources, below.)
3. If a funding source, obtain guidelines
   A. If a resource, know how it will be used to maximum advantage by both the program and the source.
   B. If a funding source, do your homework concerning the type of programs funded in the past and the results obtained.
4. Obtain the necessary expertise to develop and design a sound proposal.
5. Develop an outline of the proposal; get input from the other councils.
6. Get approval and support from the CYC.

7. Meet with resource people and advisors to discuss the proposed outline.
8. Develop the proposal properly the first time; don't count on modifying and resubmitting.
9. Assess the proposal; is it clear enough? (See d. Proposal Development, below.)
10. Submit the proposal in the required or suggested number and retain all records used in its development if an oral review process is used.

c. Identifying Resources

Local resources are not going to be as available in rural areas as they are in urban areas. However, every YDP, rural, urban or suburban, must aggressively canvass their communities for whatever resources are there. Transportation to council meetings, land, buildings, training equipment, public agencies with unexpended or underutilized funds, are all potential in most communities. The trap shuts when a YDP assumes that "there's nothing out there" without really doing their homework. We will not attempt here to list potential resources because it has been done in a very comprehensive fashion in the YDP Number 6, Volume 1, *Youth Development Program Mobilization of Resources.* This volume contains a broad listing of potential resources, a brief discussion of each program, and many tips on how to receive a grant and develop your proposal.

To assist in organizing a plan for resources mobilization the following checklist might be useful.

#7. MOBILIZATION OF RESOURCES CHECKLIST

	YES	NO
1. Has a survey of the available resources been compiled?	[ ]	[ ]
2. Has regular contact with available resources been maintained or attempted?	[ ]	[ ]
3. Has the YDP prepared a public relations or information piece which indicates what the YDP is about?	[ ]	[ ]
4. Has an assessment of YDP needs been developed which indicates the specific resources needed?	[ ]	[ ]
5. Has the YDP made its need for resources known to the CAA in a formal manner?	[ ]	[ ]
6. Has the YDP formed a specific subcommittee at the TAYC or CYC level whose responsibility is to coordinate the procurement and assignment of resources once they are identified?	[ ]	[ ]
7. Has a specific list been compiled of all *youth serving* agencies for the possibility of pursuing program linkages?	[ ]	[ ]
8. Has assistance been sought from community groups who offer scholarships, grants or technical assistance?	[ ]	[ ]
9. If a list of resources exists, does it cover some of the following partial listing?	[ ]	[ ]
1. Boys clubs, Girls clubs, 4-H clubs	[ ]	[ ]
2. Schools, colleges and universities	[ ]	[ ]
3. Rotary clubs, Kiwanis, Knights of Columbus, and other service organizations	[ ]	[ ]
4. County Board of Supervisors	[ ]	[ ]
5. Model Cities Boards	[ ]	[ ]
6. Manpower programs	[ ]	[ ]
7. Health Boards	[ ]	[ ]
8. YM and YWCA	[ ]	[ ]

#7. MOBILIZATION OF RESOURCES CHECKLIST (Continued)

9.	Veterans of Foreign Wars	[ ]	[ ]
10.	Military Installations, including National Guard	[ ]	[ ]
11.	Corporations (in your area)	[ ]	[ ]
12.	National Alliance of Businessmen	[ ]	[ ]
13.	Federal Agencies, i.e. HUD, HEW, DOL, LEAA, USDA and NIMH	[ ]	[ ]
14.	County and State Departments	[ ]	[ ]
15.	Foundations	[ ]	[ ]
16.	Boy Scouts, Girl Scouts	[ ]	[ ]

d. Proposal Development

There are many resources available to YDPs in proposal development training. The CAA has been developing proposals for several years and the YDP Director should utilize that expertise by setting up training sessions for youth representatives and CAA staff.

As with all YDP projects, proposal development must be carefully planned. Resources must be identified and specific assignment and deadlines established. The Councils should have some mechanism for measuring progress on the proposal and there must be some form of proposal evaluation built into the plan.

Although each YDP will adopt those procedures most relevant to the local program, every YDP should have some method of evaluating proposals before they are actually submitted to the funding source. One suggestion to accomplish this is the creation of a *Proposal Review Committee* which should have a majority of youth members, but should also include "professionals" in the business of preparing proposals. (CAA staff; consultants; government planners; etc.) Experience indicates that a committee of five to ten members is most effective.

Each YDP will naturally work out its own proposal evaluation techniques but perhaps it will be helpful to take a look at what one YDP has done in this area.

The San Francisco EOC Youth Committee (YDP), has set up an internal system for reviewing proposals submitted by TAYCs to the Community Youth Council for funding. The larger programs may want to design a similar system for their YDP. For other YDPs some simple adaptations would allow this system to serve as a very useful technique for evaluating proposals being submitted to all funding sources.

It consists of an explanation of how the committee functions and an evaluation guide checklist. EOC as used here is the San Francisco CAA and EOC Youth Committee is the YDP.

8. SAN FRANCISCO EOC YOUTH COMMITTEE

PROPOSAL EVALUATION BY YDP YOUTH COMMITTEE

1. When proposals are submitted a proposal review committee of from 5 to 10 people is selected to study and review them in depth. They make recommendations to the City Wide Youth Committee. (This saves time and insures careful consideration of each proposal).

2. *The most important function of the proposal review committee is to assist in getting worthwhile programs funded.* The committee has the responsibility to be sure the YDP's Venture Funds are invested wisely and in accordance with the goals of the program.

3. The committee constructively assists projects by asking questions about important items which may have been left out of proposals; they suggest changes which might improve the project, and do all they can to support youth ideas.

4. *The review and evaluation must be open to everyone.* Youth Council proposals should be reviewed and discussed in open session by the committee. Each group which submits a proposal should have the opportunity to make an oral presentation before the committee and should have representatives present to answer questions. *The committee must submit in writing the specific reasons why they did not fund any proposal submitted to them.* The same applies to a proposal which they feel requires changes. These two must be turned over in writing to the group submitting and not just discussed with them.

5. Reviewing and deciding on proposals is mostly a common sense job. You know what makes sense and will likely succeed. There is no great mystery to proposals. They are merely a form used to tell EOC and OEO what you want to use the money for.

6. Look long and hard at the content of each proposal. Sometimes one proposal will sound better because they had a better writer or someone with more experience in putting a proposal together. We should be most interested in what the project is all about and not so much with the style of the proposal.

7. An evaluation guide like this one may be useful because it asks some important questions and uses numbers as a basis for comparison. Just use it as a guide though . . . your discussion and common sense will lead you to the best conclusion regarding any project.

SAN FRANCISCO EOC YOUTH COMMITTEE
PROPOSAL EVALUATION GUIDE

Note: For each of the following questions about the proposal a rating of good, fair or poor is selected. Values of 3, 2, 1 are assigned to provide a basis for comparison. In addition to rating each question as good (3), fair, (2) or poor (1), a brief comment should be written under each item.

1) _____ This proposal explains clearly what it is the project will do and what problem it hopes to solve.

2) _____ This proposal defines realistically how many youth will be involved in the project and when it will begin.

3) _____ This proposal defines clearly step-by-step how the project will be carried out and that the most important problems have been anticipated and resolved.

4) _____ The budget is complete and lists each item and cost which will be needed for the project.

5) _____ The proposal defines how the project will be evaluated and sets down measurable items to be evaluated by the youth.

6) _____ This project will involve youth in challenging work and give them an opportunity to make real decisions in managing the day-to-day operation of the program.

7) _____ This project will bring youth into contact with people and organizations they would not ordinarily seek help from.

8) _____ This project demonstrates a good potential and will likely be able to generate enough resources to continue and grow.

9) _____ This project will have a good bookkeeping system to keep accurate record of their financial affairs.

10) _____ This project will be of benefit to the entire community, not just a few youth participants.

11) _____ This project has made at least a complete one-year forecast of income and expenses.

IV. CAA SUPPORT TO THE YDP

A. Selection of the YDP Director

A Youth Development Program, with meaningful and broadly representative youth involvement, will succeed in direct proportion to the commitment and support given it by the Community Action Agency. One early measure of commitment is the selection of the YDP Director.

In most instances, the annualization of summer youth programs simply meant stretching out unexpended funds over as long a period as possible. The Coordinator of the summer program generally remained as Director of the YDP. In a majority of instances this was a happy, productive arrangement, but at times, the incumbent Director emphasized rapport with youths in a recreational setting over and above the need to train youth in the skills required to plan, implement and learn from programs of their own initiation and in response to their own felt needs. Where this has occurred, the YDP effort has tended to be adult dominated and stuck in the culture-recreation, or "cool it" syndrome. Where the YDP Director has had a more varied background, including youth training experience and community organizing, programs have come closer to the mark of youth involvement and leadership training.

OEO Instruction 6168-1a states that youth must "participate in establishing criteria for the selection of personnel involved in the program."; "... do the initial screening and make recommendations to the administering agency."; and "To the greatest extent possible, target area youth must be selected to fill staff and operating positions for Youth Development Programs." Most, if not all CAAs have attempted to carry out these provisions of the Instruction. Even where the YDP Director has been installed by the CAA without consultation with the youth or youth councils, the Director has been interviewed and in some cases grilled by the council on his qualifications and philosophy. In many YDPs council members have recruited, screened, interviewed and pushed for candidates to fill YDP staff openings. Based on the cumulative experience of several years of YDP, CAAs and youth are beginning to understand the importance of the role of YDP Director and the urgent need, especially now, to get the very best person they can for the job. Those Directors who have been caught in the

status quo trap over these years are faced with the uncertainty of future funding, the failure in many areas to involve youth from 17 to 25 and out of school youth, their own lack of training in imparting leadership skills to the youth, and either a negative or merely tolerant attitude toward the youth program on the part of the broader community. There is much he can do himself to strengthen his program and his skills, but as the administering agency, the CAA, if committed to the goals and principles of its youthful constituency, must provide additional training and support to the YDP Director, other staff, *and the youth councils*. Where a new Director is being chosen, the youth should participate in setting up the criteria and job descriptions, after training from CAA staff in the personnel policies and practices of the agency. CAA staff should include council representatives in every step of the process from budget discussions, through methods of recruiting, into screening and interviewing techniques and methods of rating candidates. This kind of support and training by the CAA would provide the council members with a much stronger base for the screening, interviewing and recommendations to the CAA board, on all YDP staff, which is their mandated responsibility under the OEO Instruction. At the same time the CAA would be training the youth in CAA operations and establishing intra-agency communications on a working basis between the central CAA staff and the Youth Development Program component.

Key to selection of a YDP Director is the absolute need for the CAA to believe that the YDP is an important element in the community action effort, and that the youth themselves have the potential to conduct programs responding to the needs and problems of poor youth, which will be designed and implemented so as to enhance the overall program of the CAA. Mutual respect between YDP and CAA can only strengthen both.

B. The Role of the CAA in Organizing Youth

At the outset of establishing Youth Development Programs as components of the community action agency, the role of the CAA in organizing youth was obvious. Where organized youth target area councils existed they were incorporated into a YDP. Where structured youth groups were not identifiable they were constructed. Unfortunately, after the initial organizing effort, a number of CAAs appointed a YDP Director and turned him loose. If he had a strong community organization

background he was able to hold his own; if he leaned toward structured crafts experience with youth, or totally unstructured recreational activities, the long-term goals of YDP suffered. Active council membership tended to narrow toward the in-school 14 to 17 age bracket. In either case the YDP Director and the program would have benefited considerably from CAA ongoing support, in training to organize community groups and through sharing of the CAA staff (outreach workers, community developers) with the struggling new program Director.

Certainly there are few CAAs with unlimited staff, indeed most staff are overextended in their job functions. The decision to extend them even further by providing support and training to the YDP was and is a difficult one and each CAA must deal with agency goals and priorities. On balance it would appear that at a time of crisis in community action program efforts, funding uncertainties, competition for community resources, and the need to establish the CAA as a permanent institution in the community, a broader support base is essential. The importance to the CAA of involving a growing youth population in its operations and strategies cannot be overestimated.

C. Communications

As used in this document a system of communications between the CAA and the YDP must include transmitting *and* receiving. Formal memoranda coming down from CAA central staff and monthly reports submitted to the CAA by YDP staff or youth is hardly sufficient to qualify as a system of communications. Too often there exists mutual misunderstanding of intent between the CAA central administration and the YDP. Communications between the two must include some provision for sharing of information on the programmatic and policy levels. Inclusion of YDP staff and council representatives in Senior Staff Meetings for example, would be helpful in preventing isolation of the YDP from other CAA components, and would broaden the base of knowledge that the youth and YDP staff would be able to bring to their own meetings and planning sessions.

Deliberate linkages between YDP staff and youth and CAA central staff must be constructed to allow the YDP to utilize the CAA staff as a technical resource, and to maximize the limited resources available to the community action program. Accessibility of staff should be a given within the CAA.

Of course each of the CAA staff members has full time duties to perform but good planning can result in finding that additional time to provide a short training session on budgeting, planning, evaluating. CAA staff should make every effort to comply with YDP requests for attendance at a Council meeting, or assistance in how to handle a crisis which might hurt the program and the CAA. This is not a one way system – from CAA central staff to YDP – but mutually beneficial. A successful youth operation enhances the credibility of the CAA. The youth will support CAA programs and strategies if treated with respect as a peer component of the CAA. Overriding all else, the community and the poor will be better served, and isn't that what it's all about?

D. **Board Representation**

As the administering agency of the YDP the CAA Board must ensure active youth involvement in planning, operations and evaluations just as they must insure the active involvement of all segments of the community, and especially the poor, in these same activities. Aside from encouraging the CAA Director and staff to develop linkages between the CAA and YDP so as to bring it into the CAP strategy as an integral part of it, the governing board of the CAA should provide seats on the board to representatives of the youth councils. Broadly examined, this gesture provides the youth with needed training and experience; provides the board with an ear in the youth community; may reduce adult-youth alienation; and gives the CAA greater credibility in the community as an advocate of all the poor and all of the community.

In some cases the youth may be ill equipped to participate productively in the business of a CAA board. Where this is the problem the board should resolve it in the same way that newly elected representatives of the poor or of other groups are provided with orientation and training in board membership. Where formal training cannot be provided, board members could conduct short training sessions on board membership at meetings of the youth council. CAA staff can also be utilized to provide training in the scope of CAA projects and projections.

Each board will have to determine the readiness of youth representatives to sit on the governing board. Each board, however, should make positive attempts to prepare youth for involvement in

policy making for the agency. The youth, on the other hand, must request board seats and must be prepared to convince the board that the YDP is viable and that youth representation contributes to the work of the board and to the attainment of overall CAA objectives.

E. Mobilizing Resources For Youth

Since 1964 or 1965 the Community Action Agency has been in the business of mobilizing resources. During this same period most CAAs have identified physical and human resources applicable to youth development activities. Wouldn't it be sad if this information, hard earned, had to be reidentified by the YDP? As a part of its mandate to administer the YDP, the CAA implicitly accepts the responsibility to help the project succeed. One of the ways of doing this is to make available to the YDP all of the talent and resources developed by the CAA over these short/long years of development. The agencies, the names, the idiosyncracies of funding sources; all could assist the YDP in mobilizing additional resources.

This sharing of resources and sources is part and parcel of the level of mutual respect that has been reached between the CAA and the YDP. It depends critically on the communications system that is operational between the two. It depends on the amount of credibility the YDP has established for itself with the community and the CAA. It speaks strongly to the degree of commitment the CAA has for ensuring a viable youth development effort. Finally, it reflects the capabilities of the YDP Director to act out his multi-function position as advocate, employee, motivator, trainer, politician and sensitive mover for positive change in his community.

APPENDICES

APPENDIX A

REFERENCES

OEO INSTRUCTIONS

6168-1a, February 3, 1970, *Youth Development Program Policies*

6100-1a, Change 1, December 20, 1971, *Program Account Structure* (New OEO/CAA General Accounting Procedures)

OEO GUIDELINES

6168-2, May 14, 1970, *Suggested Youth Development Program Models and Activities*

6168-3, May 28, 1970, *Youth Tutoring Youth Program*

6168-4, September 7, 1971, *OEO Youth Development Program: Evaluation Findings and Recommendations*

6015-3, July 15, 1969, *Techniques and Sources for Mobilizing Resources*

6901-1, July 5, 1971, *A Guide to Selecting the CAA Executive Director*

YDP TECHNICAL ASSISTANCE PAMPHLETS

YDP-Number 1, *Youth Involvement*, November, 1971

YDP-Number 2, *Youth Development Program Staff*, October, 1971

YDP-Number 3, Volume 1, *Youth Development Program Models* October, 1971

YDP-Number 4, *The Youth Development Program Director*, October, 1971

YDP-Number 5, *Rural Youth Development Program Workbook*

YDP-Number 6, *Youth Development Program Mobilization of Resources*

YDP-Number 7, *Youth Development Program and Manpower*

YDP-Number 8, *Youth Development Program Education Activities*

YDP-Number 9, *Youth Leadership Development*

BACKGROUND MATERIALS

"...Not Our Thing", An Evaluation of 1968 Summer Youth Programs for the Office of Economic Opportunity, TransCentury Corporation, Washington, D.C., December 16, 1968

(A detailed study of 100 summer youth programs operating in 1968. Provides considerable insight into the perceptions of youth toward adult-programming for youth, and especially recreational-cultural programs.)

Report of the White House Conference on Youth, April 18-22, 1971, Estes Park, Colorado, Government Printing Office, Washington, D.C. Stock Number 4000-0267

(Presents view of youth on the major problems affecting them today, and suggests possible solutions to those problems. Valuable reading for obtaining a feeling about the concerns and priorities of American youth.)

Breakthrough for disadvantaged youth, U.S. Department of Labor Manpower Administration, 1969, U.S. Government Printing Office, Washington, D.C.

(A complete listing of manpower programs for youth, especially disadvantaged youth. Provides an explanation of each project and analyzes results achieved. Good manpower resource book.)

Youth Resources Manual for Coordinators, President's Council on Youth Opportunity, Washington, D.C. 20006, March, 1971

(Very full listing of potential youth program resources. Provides sources, some explanation of what each may have to offer, and how youth programs can obtain help from them.)

RECOMMENDED READINGS:

Among the People: Encounters with the Poor, a collection of the experiences of the poor in their interaction with school officials, welfare workers, health clinics, public housing officials and others. The book analyzes the problems encountered by disadvantaged youth in an urban and rural setting; the deplorable state of health care for the poor; and the fundamental difficulties of being poor in the United States. Edited by Irwin Deutscher and Elizabeth J. Thompson, Basic Books, 1968.

The Other America: Poverty in the United States, explores the alter ego of the Affluent Society – that part of America represented by the unskilled laborers, the elderly and the minorities who live in abject poverty. The author presents the theory that contemporary poverty has become a self-perpetuating culture that can only be destroyed by means of an integrated and comprehensive program. Michael Harrington, The Macmillan Company, 1964.

A Single Society: Alternatives to Urban Apartheid, is a stark assessment of attempts to deal with the daily conditions of slum life – unemployment, broken families, substandard housing and education, etc. The book goes beyond past failures and describes the possible concrete and realistic programs needed to deal with the conditions of urban slum-ghetto life. Donald Canty, Praeger, 1969.

The New Social Work Series, in a four volume analysis of urban community action using the Mobilization For Youth experience as its central focus. Each volume explores a different aspect of the problem including: community development; individual and group services; employment and educational services; and justice and the law. Edited by Harold H. Weissman, Association Press, 1969.

The Politics of Poverty, an in-depth account of the origins and development of the Office of Economic Opportunity and the "War on Poverty" concentrating upon the problems of initiating social reform within a political context. The book pinpoints the political failures of Community Action programs and social welfare policies and underscores the fundamental difficulty of achieving idealistic goals in the pragmatic realm of politics. John Donovan, Pegasus, 1967.

A Relevant War Against Poverty: A Study of Community Action Programs and Observable Social Change, a delineation of the shortcomings and specific merits of current programs as well as of the community action concept itself. It provides a synthesis of the general evaluative material available derived from both official and unofficial sources. Kenneth B. Clark and Jeanette Hopkins, Harper and Row, 1969.

APPENDIX B

THE EXPERIENTIAL LEARNING METHOD

The experiential approach to learning is quite different from the traditional approach most of us have experienced throughout our educational careers. The model assumes that one is able to accept the major responsibility for his own learning, that he can and will, if given the opportunity, establish realistic education or learning goals, and that as one learns from experience with the experiential model, he will incorporate the learning process as a way of life and continue to use it beyond and outside training.

Most students receive very little practice in school with the use of the inductive, discovery and critical-thinking modes of learning required in Experiential Learning. They are much more familiar and comfortable with the traditional modes – memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor. Most of us, therefore, need to relearn how to learn, in a way that was probably quite natural to us as young children, but which was stamped out as we learned to accept the authority of our teachers and to discount our own judgment and experience. In many ways learning in this way is more difficult, however. It requires more effort, investment, and responsibility. The Experiential Model requires that the trainee become more actively involved in the learning process than most of us have been in our experience in traditional education.

The Experiential Model is especially applicable to Youth Development Programs for a number of reasons. First, and probably most significant is that the Experiential Model relies heavily on learning by experience and through action or reaction to a given situation. The purpose of training is clear and can be readily seen as relevant to the problems of youth.

Second, real situations, problems, and programs provide the experiences upon which the training takes place. While hypothetical case studies, problems, etc. may be utilized, the training doesn't deal with hypothetical "maybe" situations exclusively as is often the case in traditional training.

Third, traditional learning methods which have successfully turned off so many youth are disregarded where they serve no useful function.

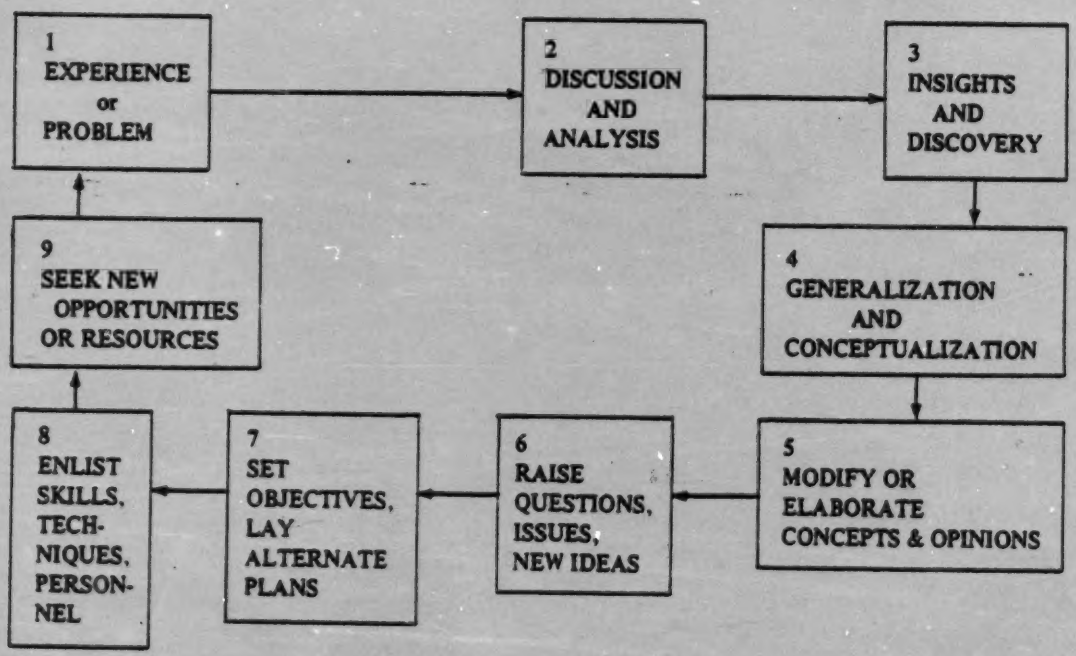
Fourth, very effective training takes place with only limited resources in terms of manpower and physical facilities. The development of the program and the problems encountered become the training experience.

Fifth, a byproduct of what is actually acquired by the youth in terms of new insights, information or attitudes is a *process* of learning which is extremely valuable in learning from our daily experiences. In effect, one learns a new way of learning which he can utilize constantly in every new situation.

Sixth, the responsibility for learning as is the case in Youth Development Programs, rests with the youth themselves. The staff member may structure training according to the experiential process and provide support all along the way. It is his responsibility to provide relevant experiences, problems, data, and information, and to structure the training so that the youth will treat the experience, problems, and data or information in the most profitable way. *But it is the trainee's responsibility to do the learning.*

The following model outlines the steps involved in an experiential training exercise.

The Experiential Learning Process



1. The Experiential Process begins when the trainee experiences a new situation. It can be an encounter with a staff person, a meeting, a training exercise, a problem or dilemma or making a decision. For purposes of illustration let us assume that the experience is a meeting with a representative of the city manager which results in unsuccessful negotiation of the rent free use of a city building for a youth project.

2. Experiential Learning begins with the experience, followed by *discussion*, *analysis*, and *evaluation* of the experience. The assumption is that we seldom learn from experience unless we assess the experience, assigning our own meaning in terms of our own goals, aims, ambitions, and expectations. Preferably this is done with others who might not share our particular biases or perceptions. *If we do not share our experience with others, the process can lead to reinforcement and rigidifying of existing biases and assumptions. The experience and discussion take on added meaning if they can be related to objectives that are meaningful to the trainee, and evaluated against criteria he has helped to develop.* In the example cited under item one the normal response by the youth would probably be to dismiss the experience as another example of the unwillingness of the power structure to cooperate with youth, especially poor youth, in a federally funded program.

In experiential learning, assumptions are not allowed to go unquestioned without an intense discussion of what happened, why it happened and who may have been responsible. Following an experience, the youth reflect on what took place and through a discussion try to analyze and evaluate the entire experience, taking into account the point of view of all parties and "where all parties were coming from" including their prejudices and responsibilities in the situation.

3. From the discussion and analysis of the experience comes certain new insights and discoveries which would have gone unnoticed had not step two taken place. The pieces fall into place and the experience takes on added meaning in relation to other experiences. In our example, for instance, the discussion may have brought out the following:

1) The leader of the youth negotiating team was overly aggressive and put the city administrator uptight.
2) The youth negotiating team did not have their facts together in terms of the length of time they needed the facility, renovation plans, etc.

3) The city administrator who met with the youth had no authority to grant the request (and he failed to say that from the start). With the insights and increased understanding of the situation the youth can begin to *profit* by the experience rather than add it arbitrarily to a bag full of frustrations leading to the same conclusions.

4. All these new insights may then be utilized to make some *generalizations* about negotiating with public officials. These generalizations are then ready for application to other problems and situations. Possible generalizations the youth might draw from their experience are:

1) A low key, non-aggressive approach is the best initial approach in any negotiating session.
2) All your facts and figures have to be at your fingertips before any negotiations can be initiated. Or you have to know exactly what you want, for how long, under what conditions, etc.
3) One should be sure he is negotiating with someone who has the authority and knowledge to reach an agreement.

5. The introduction of the new information or understanding may allow or require the individual to *modify*, *elaborate*, or even to completely *transform* the particular concept into which it is assimilated. This is a highly individual function and requires each trainee to put the new concepts and generalizations into his own system of values and prejudices. Maybe in the example the leader of the negotiating group begins to question his tactics in negotiating and questions the assumption that the city is totally unwilling to cooperate with the YDP.

6. As a result of the modification or change in the individual's concept of what happened and negotiating in general he should begin to *raise questions and new issues and present different ideas.* How could we have better achieved our aims? Who can assist us? Maybe a single negotiator would be more effective? How can we get the information we need?

7. The questions and ideas raised in step six are then translated into *new objectives and alternate plans of action* to reach the ultimate goal. The newly acquired insights are incorporated into the "battle" plan and the appropriate redirection and changes made in the group's strategy and tactics. In the example, the alternative plan might be to attempt to reopen negotiations with a responsible person once the facts are together with only two persons participating on behalf of the youth.

8. Given the redirected plan the youth would then work to acquire the *knowledge, skills and techniques* which would lead to the successful conclusion of the negotiating. These skills could be acquired through training sessions, data gathering, role play situations, etc. Any number of resources may be enlisted at this point.

9. As the final step and culmination of the process the group would seek a new opportunity to re-open negotiations and utilize new resources to address the problem anew. The new insights and skills gained as a result of the learning experience are now put to the test and the process begins anew.

In experiential learning the emphasis is on creative problem-solving, a process involving steps or phases such as the following:

1. Problem identification or recognition.
2. Identification of persons who should be involved in the solution.
3. Definition and redefinition of the problem.
4. Exploration of possible approaches, perceptions, or interpretations.
5. Collection of data about the problem in preparation for solution.
6. Development of criteria for evaluation of solutions.
7. Generation of possible alternative solutions.
8. Analysis and evaluation of alternatives.
9. Decision and implementation of solution.
10. Testing, verification, feedback.

At the end of the problem-solving process, or at any point in the process, the trainee then proceeds into discussion, assessment, evaluation of what has taken place and on through the Experiential Model, as he would with any other experience. The discussion and analysis phase, in particular, lends itself to small group discussions. In the group one should not only gain from the sharing of experiences, but should learn a great deal from each other in becoming aware of the varying reactions, feelings, and opinions in the group. The trainees learn to reinforce each other in the efforts to learn how to learn in the experiential way, and discussions and activities in the group begin to follow the pattern of the Experiential Model.

In Experiential Learning, data collection or information gathering is not a meaningless "assigned task," rather it occurs logically following the recognition of a need, either to answer certain questions, fill in gaps in understanding, or to find facts or principles needed to solve problems. It would include any of the traditional ways of collecting data – lectures, reading, demonstrations, feedback, etc. But used within the experiential model, these processes become more interesting and the data more meaningful and relevant. The purpose of data collection is to obtain information that the trainee needs or feels he might need sometime in the future. *The trainee is not being spoon-fed information or facts he sees no particular need for or does not understand, but instead is actively seeking information he himself has decided he needs or would like to have, either in preparation for solution of problems, current or anticipated, to develop a better understanding of the situation he is in, or because of a genuine interest and curiosity.* The information is not just memorized for later regurgitation but is discussed and evaluated, compared with other known facts or related information, incorporated into the individual's value system, and so on, around the experiential model. Even if the objective of training were only information transmission, it is suspected that this method would be more efficient and effective.

In Experiential Training, the staff member serves primarily as facilitator, catalyst and resource. Such a role is completely consistent with the intent of Youth Development Programs in that the responsibility for the program and learning rests with the youth. The following chart may be useful to contrast the roles and responsibility of the staff and youth in the experiential training design.

Staff	Youth
1. Structuring the program to allow trainees to assume responsibility for their own program and learning.	1. Assuming responsibility for their own program and training.
2. Attempting to anticipate and help provide for the training needs of the youth throughout the program.	2. Making their learning needs known but not being unreasonable in their demands.
3. Defining the objectives of the program and training as clearly as possible.	3. Working with the staff to re-define and clarify the objectives throughout the program and training.
4. Defining the experiential learning process.	4. Trying to make the experiential process work.
5. Providing meaningful and relevant experiences in training.	5. Attempting to understand why an experience is relevant, and to derive maximum benefit from each experience.
6. Making resources available to the trainees.	6. Making effective use of resources.
7. Taking into serious consideration any suggestions or recommendations made by the trainees.	7. First achieving an understanding of the training and program and then looking for ways of improving it.
8. Providing information about the job, program, the situation, and problems that might occur.	8. Defining the role of the youth, exploring alternative solutions to problems, consequences of various behaviors and attitudes.
9. Continuous evaluation of the program's performance and feedback to the youth regarding progress and problems.	9. Continuous self-evaluation and evaluation of the program, with feedback to each other and staff regarding the program's progress and problems.
10. Supporting trainees in their experiments with approaches and behavior based on new insights and understanding.	10. Attempting to translate new insights and understandings into more effective attitudes and behavior. Experimenting with new behavior that might be more effective.
11. Structuring the training so that problems can be dealt with and solved as they arise.	11. Cooperating in the solution of problems and treating problems as learning experiences.
12. Openness and honesty with trainees and other staff.	12. Openness and honesty with staff and other trainees.